

Rationale for Practice Portfolio

Title: '72 Chevy

Grade: 7

Year released: 2007

Reflective Piece Title: Dear Reviewer

2 Content (2, 2, 1)

The writing attempts to establish and maintain a narrow purpose but only focuses on growth as a writer with no evidence of a literacy connection. The writing attempts to communicate with an audience; however, the piece demonstrates limited idea development, with long excerpts providing only weak support. Characteristics of the genre are evidenced in the letter format and the writer's references to his growth as a writer.

2 Structure (2, 2, 2)

The writing is logically organized. Some effective transitions are used, such as, "In the paper...", "also learned...", and "From here I hope to continue..."; however, the writer fails to effectively connect the excerpts to his statements about his growth as a writer. The writing contains mostly simple sentences along with some use of introductory phrases. (The excerpts were not considered as part of this analysis.)

3 Conventions (3, 3, 2)

The writing demonstrates control of grammar and usage relative to length and complexity, and control of correctness with some errors that do not interfere with correctness. Word choice appropriate to the genre is evident throughout ("correctly cite sources," "chronological order," "apprentice, proficient, distinguished, etc.").

Instructional Implications:

The use of long excerpts is an ineffective method of idea development. If excerpts are used there needs to be a connection to the idea and explanation of specific improvements demonstrated in the excerpt. Also, the writer should analyze, describe, and explain progress toward literacy goals.

Rationale for Practice Portfolio

Title: '72 Chevy

Grade: 7

Year released: 2007

Personal OR Literary Piece Title: '72 Chevy

2 Content (2, 2, 2)

Although the writer maintains a focus on the topic of the '72 Chevy, the purpose of a memoir is to demonstrate the significance of the relationship, which is absent from the writing. The writer demonstrates voice through the use of authentic dialogue and applies some characteristics of the genre in his attempt to write memories of the truck. Although the writer demonstrates some idea development, he fails to communicate the significance of each event because of unelaborated and repetitious support.

2 Structure (2, 2, 2)

The writing attempts some logical organization, but lapses in coherence when the writer fails to provide a transition from the memories to the final paragraph, making an ineffective conclusion. Some transitional elements are included ("One of my earliest memories...Then we felt a huge bump..." and "Another time..."). The writing demonstrates mostly simple sentences (examples in second paragraph).

2 Conventions (2, 3, 2)

The writing demonstrates acceptable language, "countless old trucks," "screeching halt," "ancient tires gripped a rock" and demonstrates some control of correctness; however, the piece has many run-on sentences and incorrectly punctuated dialogue. Errors in grammar and usage do not interfere with communication.

Instructional Implications:

More instruction on idea development and the different ways of providing support (thoughtshots) would have helped this writing show a significant relationship with the '72 Chevy.

Rationale for Practice Portfolio

Title: '72 Chevy

Grade: 7

Year released: 2007

Transactive Piece Title: Homework

3 Content (3, 3, 2)

The writing maintains focus on the topic of too much homework. The writing demonstrates a variety of support, in the form of question techniques, statistics, and examples, which indicates an awareness of audiences needs. However, in some cases the support is unelaborated or irrelevant.

2 Structure (2, 2, 2)

Although the writer uses some effective transitions, the lack of transitions between ideas on the second page leads to lapses in coherence. Although the student attempts complex sentences, he demonstrates a lack of control (It's too much to keep up with when you can't remember who's house I am suppose to ...").

2 Conventions (2, 2, 1)

The writing demonstrates some control of grammar and usage with some errors (such as omission of conjunctions and change in point of view). Word choice, especially with verbs, is simplistic. The writing lacks control of correctness: no documentation, misspelled words, numerous run-on sentences, and incorrect punctuation and capitalization of dialogue.

Instructional Implications:

Editing issues should be addressed.